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Committee Minutes Committee

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10-15-2007

## Undergraduate Curriculum and Academic Policy Committee Minutes, October 15, 2007

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# Undergraduate Curriculum and Academic Policy Committee

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## Minutes of October 15, 2007 Meeting

**Present:** Candace Cherrington, Jackie Collier, Jean Edwards, Daniel Fague, Jeanne Fraker, Roger Fulk, Nathan Klingbeil, Richard Mercer, Bobbe Pohlman, Tom Sav, Cathy Sayer, David Seitz, Karen Wilhoit. Guests: Anita Curry-Jackson (UC).

**Approved Minutes** of September 17, 2007.

### UCAPC Subcommittee Reports

Writing Across the Curriculum Committee: Joe Law, WAC Chair, reported that the WAC Committee met on September 26 and began planning a spring event to recognize faculty and student achievements in WAC classes. The 2008 event is planned as a lunch that will feature presentations by the 2007 honorees as well as recognize those for 2008. It will be scheduled for a Friday in early May.

University General Education Committee: Jean Edwards, UGEC Chair, reported that committee met on October 2 to review GE Assessment Reports. Their next meeting is scheduled for November 1.

Undergraduate Academic Program Review Committee: Susan Carrafiello, UAPRC Chair, reported (via email) that the committee has requested reviews from the colleges and departments scheduled for academic program review during the 2007-2008 academic year. The deadline for submitting the reviews is Feb. 1, 2008. Note the following

#### **2007-08 Program Reviews: All Submissions are DUE before February 1, 2008**

**College of Engineering—all degree programs**

**General Education**

**English (B.A.)**

**English: Integrated Language Arts (B.A.)**

**Chemistry (B.S., B.A.)**

**Chemistry Education (B.S.)**

**Chemistry (A.S., Lake Campus)**

**Geological Sciences (B.S., B.A.)**

**Geological Sciences Education (B.A.)**

**Mathematics (B.S., B.A.)**

**Mathematics Education (B.S.)**

**Physics (B.S., B.A.)**

**Physics Education (B.A.)**

### Course Inventory and Modification Requests

CECS

Approved Modifications: EE 260, EE/CEG 260 L, CEG 210, CEG 211, CS 302, CS 240, CEG 433

## COBA

Approved Modifications: MKT 250, ACC 481

## COLA

Returned Inventories\* : JPN 311, JPN 312, JPN 313, DAN 107, DAN 108, DAN 109, DAN 124, DAN 125, DAN 126

\* The committee found it necessary to return all of the submitted inventories, requesting among other things, that sequences of courses be designated I, II, and III in the titles were appropriate and that syllabii changes be made to the DAN submissions, etc. -- the two COLA representatives will contact the Dean's Office and/or the individual departments regarding the required changes.

## COSM

Approved Inventories: ANT 310\*, ANT 311\*, ANT 312, EES 484\*\*, NCP 333

\* The ANT 310 and ANT 311 are proposed substitutions in the General Education Program Area V -- Chemistry. It is proposed that the existing Sequence Substitution that reads

"or CHM 102, ANT 201, and ANT 202"

be changed to

"or CHM 102, ANT 310, and ANT 311 (or CHM 102, ANT 201, and ANT 202)"

Being a General Education Program Change this submission, recommended and approved by the University General Education Committee (UGEC) and subsequently by UCAPC, must be approved by the Faculty Senate and will be submitted to such for consideration.

\*\* The committee made a minor change to the Title for Student Record -- contact the COSM representatives for details.

Approved Modifications: EES 368, EH 369, EH 434

Approved: Request for new Prefix/Course Designation

Neuroscience Cell Biology & Physiology -- will carry the prefix/designation "NCP".

## Program Changes

### CECS

Approved

**CECS Admission Requirements**

### COLA

Returned

B.F.A. Acting -- the proposal will be reconsidered upon receipt of requested changes to the inventories noted above.

### COSM

Approved

**B.S. Earth and Environmental Sciences -- Environmental Sciences Option**

General Education Program (per the above COSM Inventories)

Approved

Area V. Chemistry -- Substitutions

Current: "or CHM 102, ANT 201, and ANT 202"

Proposed: "or CHM 102, ANT 310, and ANT 311 (or CHM 102, ANT 201, and ANT 202)"

## Other Academic Matters

(Please NOTE that the formatting of documents available to UCAPC was very usual and created problems, so some characters and/or tables may not print readable and there may even be partial sentences -- ALL documents are available in hard-copy for review in the Faculty Office)

## UC Student Entrance and Exit

### **Report submitted by the University College per the June 2005 Faculty Senate Charge to UCAPC University Report to UCAPC**

The committee reviewed the report and discussed at length its contents and alternative means of successfully improving the movement of students from UC into degree granting majors in the colleges and departments. The committee commended the work of the UC in terms of all its initiatives and accomplishments in meeting its goals, especially considering the external factors beyond their control, including increased college and department admission requirements such as GPA requirements, specific course requirements, and credit hours earned requirements, as well as incoming preparation of students for higher education study. Overall, the committee recommends that more university resources be allocated to the individual colleges so that college and departmental advising of students can simultaneously be conducted within UC and within the students intended college and departmental major.

Some Historical Background of University College provided by UCAPC

[Proposal to Create University College, submitted to Faculty Senate, May 1999](#)

[Faculty Senate Resolution and Concerns, June 1999](#)

[Faculty Senate Charge to UCAPC \(Excerpt from Minutes\), June 2005](#)

Dual Enrollment Program (Ohio Senate Bill 311) -- (in part requires universities to offer college credit on high school campuses)

This matter was not presented to UCAPC for action but rather by the chair as a FYI to inform UCAPC and forward such to the Faculty Senate as a FYI. The purpose being that it was believed that most faculty are not aware of the Ohio Senate Bill 311 which according to best information has been passed and signed into law as of April 2007. Below is the (1) relevant Excerpt from 311 as it pertains to higher education institutions, (2) the WSU Operating Guidelines to conform to 311 as developed by the Provost's Office in consultation with the dean's, etc., and (3) an internet link to the complete Bill 311.

Ohio Senate Bill 311 -- **Excerpt** (university courses on high school campuses and Ohio wide AP Scores and university distance learning for high schools)

#### [Ohio Senate Bill 311 Excerpt](#)

WSU Document -- "WSU Dual Enrollment Program 2007-08 Operating Guidelines" per the Provost's Office development

#### ["WSU Dual Enrollment Program 2007-08 Operating Guidelines"](#)

The complete Ohio Senate Bill 311 from which the above Excerpt is extracted is available at

[http://www.legislature.state.oh.us/analysis.cfm?](http://www.legislature.state.oh.us/analysis.cfm?ID=126_SB_311&ACT=As%20Enrolled&hf=analyses126/06-sb311-126.htm#_Toc156880048)

[ID=126\\_SB\\_311&ACT=As%20Enrolled&hf=analyses126/06-sb311-126.htm#\\_Toc156880048](http://www.legislature.state.oh.us/analysis.cfm?ID=126_SB_311&ACT=As%20Enrolled&hf=analyses126/06-sb311-126.htm#_Toc156880048)

**Adjourned: Next meeting November 13 and relevant deadlines for submission as well as Senate approvals as follows:**

<b>UCAPC Meeting</b>	<b>UCAPC Submission Deadline (<u>No Exceptions</u>: receipt after forwards to the next meeting)</b>	<b>Faculty Senate Meeting New Business</b>	<b>Faculty Senate Meeting Old Business</b>
Current Meeting October 15, 12:15 219 Rike		November 5	January 7
November 13, 12:30	November 2, 12:00 Noon	January 7	February 4

158 UH			
January TBA	December 21, 12:00 Noon	February 4	March 3

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[UCAPC HOME](#)

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## COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

### Admission Requirements

#### Undergraduate Programs

(Effective May 11, 2007)

1. Completion of **24** or more quarter credit hours of college level work.

2. **2.25** cumulative GPA at WSU and in all academic work.

3. C or higher grade in:

ENG 101

ENG 102

4. And . . . .

**BME** C or higher in CEG 220, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**CEG** C or higher in CS 240 and MTH 257 (PHY 240/200 eliminated)

**CS** C or higher in CS 240 and MTH 257

**EE** C or higher in CEG 220 or CS 240, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**EP** C or higher in CEG 220 or CS 240 or EGR 153, CHM 121/125 or PHY  
240/200, and EGR 101 (or MTH 229 & MTH 230)

**ISE** C or higher in CEG 220 or CS 240, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**ME** C or higher in EGR 153 or CEG 220, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**MSci** C or higher in EGR 153 or CEG 220, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

## CECS Admission Requirement Adopted November 2006

### Undergraduate Programs

1. Completion of 45 or more quarter credit hours of college level work.

2. 2.25 cumulative GPA at WSU and in all academic work.

3. C or higher grade in:

ENG 101  
ENG 102

4. And . . . .

**BME** C or higher in CEG 220, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**CEG** C or higher in CS 240, CS 241, PHY 240/200, MTH 229, and MTH 230

**CS** C or higher in CS 240, CS 241, CS 242, MTH 229, MTH 230, and  
2.25 in all CS and CEG courses

**EE** C or higher in CEG 220 or CS 240, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**EP** C or higher in CEG 220 or CS 240 or EGR 153, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**ISE** C or higher in CEG 220, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**ME** C or higher in EGR 153 or CEG 220, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

**MSci** C or higher in EGR 153 or CEG 220, CHM 121/125 or PHY 240/200, and  
EGR 101 (or MTH 229 & MTH 230)

\* The modifications adopted November 2006 remove EGR 101 as an option for admission to CS/CEG, and removal of CHM 121 as an option for CEG. The courses are not in the programs.

**Deleted:** Prerequisite for **CEG 220**:  
MTH 229 or EGR 101¶  
Prerequisite for **CHM 121**: High  
school chemistry or CHM 101 and  
MTH 126/7 (or level 4 on MPT)¶  
Prerequisite for **PHY 240/200**: MTH  
229 or EGR 101¶  
Co-requisite for **CS 240**: MTH 131 or  
MTH 130 and level 4T on MPT¶  
Co-requisite for **EGR 153**: MTH 229  
or EGR 101¶



**Department of Earth & Environmental Sciences**  
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To: Undergraduate Curriculum and Academic Policy Committee

From: Department of Earth and Environmental Sciences

Date: July 23, 2007

Re: Corrections to Undergraduate Program

Corrections to Changes BS Earth and Environmental Sciences, Environmental Sciences Option (see attachment)

Environmental Sciences Core:

Increase credits from 53 to 55.

We have moved EES 428 from an elective to a requirement. We have also dropped one field course, EES 482, and substituted another, EES 484, which is more relevant to environmental sciences students.

Science Core

No change in credits.

We have substituted one microbiology course, BIO 312, with another, M&I 220. The latter lacks some of the prerequisites BIO 312 requires and that we feel are unnecessary for environmental sciences students. Both courses are 5 credits.

Science Electives

A decrease in electives from 16 to 14 credits.

This results from two credits being added to the Environmental Sciences Core while maintaining the 189 total credits for the degree.



## College of Science and Mathematics

**Department: Earth and Environmental Sciences**

**Major Program:**  
**BS Earth and Environmental Sciences**  
**Environmental Sciences Option**

Courses deleted are in **bold**

Current	Hours
<b>I. General Education</b> <b>Required substitutions and selections</b>	57
EES 260	4
BIO 111, BIO 112, BIO 115	12
EC 200	4
MTH 228	5
General Electives	32
<b>III. Environmental Science Core</b>	53
BIO 464	3
EES 360, EES 362, EES 364, EES 366, EES 368, EES 462, EES 464, EES 466, EES 468, EES 470, EES 472, EES 474, EES 475, EES 476, EES 478, <b>EES 482</b>	50
<b>II. Science Core</b>	63
BIO 231, <b>BIO 312</b> , BIO 408 (or ENG 333)	12
CHM 121, CHM 122, CHM 123, CHM 211, CHM 212, CHM 213, CHM 215, CHM 216, CHM 217	33
PHY 101, PHY 102, PHY 111, PHY 112	10
STT 264, STT 265	8
<b>Science Electives</b>	16
<b>Total Degree Quarter Credit Hours</b>	189

**Major Program:**  
**BS Earth and Environmental Sciences**  
**Environmental Sciences Option**

Course and credit changes are in **gray shadow**

New	Hours
<b>I. General Education</b> <b>Required substitutions and selections</b>	57
EES 260	4
BIO 111, BIO 112, BIO 115	12
EC 200	4
MTH 228	5
General Electives	32
<b>III. Environmental Science Core</b>	<b>55</b>
BIO 464	3
EES 360, EES 362, EES 364, EES 366, EES 368, <b>EES 428</b> , EES 462, EES 464, EES 466, EES 468, EES 470, EES 472, EES 474, EES 475, EES 476, EES 478, <b>EES 484</b>	52
<b>II. Science Core</b>	63
BIO 231, BIO 408 (or ENG 333), <b>M&amp;I 220</b>	12
CHM 121, CHM 122, CHM 123, CHM 211, CHM 212, CHM 213, CHM 215, CHM 216, CHM 217	33
PHY 101, PHY 102, PHY 111, PHY 112	10
STT 264, STT 265	8
<b>Science Electives</b>	<b>14</b>
<b>Total Degree Quarter Credit Hours</b>	189



Date: October 5, 2007

To: G. Thomas Sav, Chair, University Curriculum and Academic Policy Committee  
(UCAPC)

From: Anita Curry-Jackson, Dean, University College AC-J

Re: Response to the 2005 Charge to UCAPC  
Report: **University College – *Enhancing Student Success***

As the newly appointed, full-time Dean of University College, it appears most appropriate to prepare a formal response to the June 2005 Faculty President/Faculty Senate Charge to UCAPC. As stated by you, many impending activities between June 2005 and the present took precedence over the 2005 request/charge. With those important projects completed and with the initiation of my tenure, this is an opportune time to “Re-Start” on the UCAPC charge.

In preparation for the response, I was provided three historical documents:

1. The 1999 University College Transformation Report
2. The Feedback from the 1998-1999 Senate
3. The 2005-06 Faculty President/Faculty Senate Charge to the University Curriculum and Academic Policy Committee (UCAPC)

An abridged version of the 2005 Charge follows: **To address the large number of students that continue to remain in University College since its transformation from University Division as officially approved by the Board of Trustees at the February 1999 meeting.**

The Report: **University College – *Enhancing Student Success*** addresses three questions:

1. What evidence is there that the [University] College, as conceived and organized, can successfully achieve its stated goal of reducing the size the University College population?
2. Exactly how will the College be organized in order to administer the programs alluded to in question 1?
3. What is the realistic estimate of the resources needed in the short and long run to succeed in the goals of the University College?

I look forward to meeting with you and members of the University Curriculum and Academic Policy Committee to share information about University College and its service to the University. Thank you for your assistance with this project.

## **University College – *Enhancing Student Success***

Response to the  
University Curriculum and Academic Policy Committee (UCAPC)

### **1. What evidence is there that the College, as conceived and organized, can successfully achieve its stated goal of reducing the size of the University College population?**

In 2000, the University College (UC) began several initiatives to facilitate student movement out of the University College with the long term goal of reducing the number of students in the college. Although movement of students out of the University College is determined mostly by each degree granting college's admission requirements, the UC initiatives have helped to increase the number of students who are better prepared to meet the admission requirements into designated colleges; thus, accelerating student movement out of the University College. Evidence of the effectiveness of these initiatives is documented by the annual report/review of the number of students moving out of the University College. Prior to 2000, with 4500 - 5000 students in the University College (Attachment A1), advisor caseloads averaged approximately 400 – 500 students. The percentage of students moving out the UC into a degree-granting college at the end of each year was 35-42%. Beginning with the Fall 2001/2000 cohort, several new initiatives (identified below, 1a) helped reduce advisor caseloads to 350 - 450 students. The overall percentage of students moving out of the University College has continued to increase, thus helping to reduce the number of students in the University College. Below is a summary of the annual report of student movement.

- ? Fall 2001 to Fall 2002 cohort: 43.0% of UC students moved out of the UC
- ? Fall 2002 to Fall 2003 cohort: 45.3% of UC students moved out of the UC
- ? Fall 2003 to Fall 2004 cohort: 44.7% of UC students moved out of the UC
- ? Fall 2004 to Fall 2005 cohort: 48.9% of UC students moved out of the UC
- ? Fall 2005 to Fall 2006 cohort: 48.0% of UC students moved out of the UC
- ? Fall 2006 to Fall 2007 cohort: 46.5% of UC students moved out of the UC

#### **a. Precisely what programs will be available to students in University College that are not now [1999] in place?**

Understanding the need to make changes in the standard operations of the college, the University College began development of several programs to assist in helping students move in a more timely manner out of the University College. Some of those initiatives/programs include:

- ? Annual meetings with deans and advisors from the degree-granting colleges – these meetings are designed to continue to monitor the barriers impacting timely movement of students into the degree-granting colleges. As a result of these meetings several colleges/departments made significant changes to

their admission requirements. Some examples of the effectiveness of these meetings include:

- ✍ In 2000, the College of Education & Human Services added a new degree program (Organizational Leadership) with minimal admission requirements (90 hours, 2 courses as pre-requisites), providing another option for students with more than 90 hours and who are unable to meet the requirements for many of the university's majors. Also in 2001, CEHS changed the admission requirements for the Middle Child Ed major, increasing the number of students eligible for more timely movement into the MCE degree program.
  - ✍ In 2002, the College of Liberal Arts added a new major (Liberal Studies) for students who meet CoLA admission requirements, but do not meet the more specific requirements for many of the majors within CoLA. Additionally, in spring 2007, the Social Work dept. agreed to admit students as pre-social work majors, allowing those students to move out of UC before meeting all of the specific admission requirements for the social work major.
  - ✍ Beginning fall 2007, the College of Engineering and Computer Science increased the number of students admitted as "direct admits" to the college and added a "pre-major" category, enabling more students to move more quickly into CECS and reducing the overall number of University College students.
- ? Developed "Benchmarks" for Students' Timely Movement into Majors. In 2003, the Academic Advising & Transfer Services unit of the University College identified "benchmarks" to help all UC students (not starting in developmental education mathematics or writing courses) identify the appropriate number of quarters needed to transfer into a degree-granting college (Attachment B). The "benchmarks" were incorporated into all first year curriculum guides and are used to advise students during SOAR and subsequent appointments with UC advisors. Students are able to see at a glance the admission requirements for their intended major and identify remaining requirements for movement out of the UC. Used in conjunction with a DARS report, students are more informed regarding requirements for timely movement out of the University.
- ? Full utilization of the Degree Audit Reporting System (DARS). In 2001, University College advisors began using DARS as an ongoing component of student advising sessions. Advisors review DARS reports with each student, make changes to the report when necessary (to reflect substitutions for transfer credit, exceptions to GE and course requirements, etc.) and insure students understand how to interpret their individual DARS report. Using DARS provides better advising for students, helps students take ownership of their own matriculation, and helps students make a more timely transition into a major/degree-granting college.

? Developed more specialized learning communities. Beginning in fall 2000, the University College made a strong commitment to expand and enhance learning communities (LCs) by increasing the number of LC cohorts. Each year since 2000, the number and types of learning communities have continued to increase. Some examples of new/expanded LCs include:

- ✍ LCs designed to address the diverse interests and needs of WSU students (i.e., LCs focused on issues related to sports, world affairs, service learning, gender issues, etc.).
- ✍ LCs designed to help students focus on the admission requirements for their intended major (i.e., LCs for students intending nursing, engineering, education, science, etc.). Students are provided the necessary information about courses needed for admission to a major, hear from guest speakers, assigned tasks focused on intended majors, and/or provided opportunities to meet the dean or advisors from the college of their intended major.

As a result of this expansion, students have more opportunities to learn about majors, campus involvement, university services, and a variety of other campus initiatives to help students move more quickly out of the University College.

? Initiated Advisor-on-Call (AOC) and Virtual Advisor. In 2005, the University College implemented an “Advisor on Call” (AOC) and virtual advisor system to help reduce the number of students waiting for appointments with an advisor. Students who are unable to schedule an immediate appointment with their designated advisor, have general questions/concerns about registration, scheduling classes, admission requirements to colleges/majors, etc. may utilize the University College Advisor-on-Call by meeting with the designated AOC as a walk-in same-day appointment. The AOC is only available for students in good standing. Similarly, students may use the “virtual advisor”, an on-line advisor-on-call, via the UC website. Both initiatives are used regularly and help the University College meet with more students in a timelier manner and expedite their movement out of UC.

? Developed “Phoenix” initiative. In fall 2004, the University College implemented the Phoenix initiative to address retention of first year students. Students who were eligible for dismissal at the end of their first year were provided an opportunity to continue one additional quarter at WSU if they agreed to enroll in a specially designed UVC 100 course, Phoenix. This course focused on reinforcing college success strategies with required study groups, tutoring and time management sessions, goal setting, weekly meetings with advisors, etc. Interventions included candid one-on-one discussions between student and instructor to collectively find ways to assist

students return to good academic standing and successfully transition into a degree-granting college.

- ? Developed “Preparing for Academic Success Seminar” (PASS) Course. In winter 2007, the PASS-UVC 100 course was developed to intervene immediately with students whose GPA drops below 2.0 anytime during their first year at WSU. The PASS-UVC 100 course integrates multiple college success strategies including study skills, time management, and the “*StrengthsQuest*” program (by Gallup) to focus on student talents and achievement. This program is designed to help students “get back on track” as quickly as possible to meet the goals for timely movement out of the University College.
- ? Developed “Wright-On-Track” (WOT) program. In 2006, The Wright-On-Track program was developed to provide support and priority registration to successful first year students to help them graduate in four years. The WOT program was implemented through collaborations with the degree-granting colleges and supported by a Teaching Enhancement Grant initiative.
- ? Student Academic Success Center (SASC). In 2006, as a result of the Foundations of Excellence study, the University College made several organizational changes, including development of the Student Academic Success Center (SASC) which combined student academic support services into a single unit/center. The units of SASC include, Tutoring Services, Math Learning Center, Writing Center, and Developmental Education. With the exception of the developmental math program, DEV 095/formerly MTH 102, these units are all located together in the basement of the library. Providing academic support services in one central location, has provided quality services to enable students to meet their academic needs and thus increase their timely movement out of the University College.
- ? BANNER Training for Advisors. Prior to the full implementation of BANNER, the UC advisors scheduled several training sessions to help UC advisors become familiar with BANNER applications. These sessions allowed advisors to learn the BANNER system and how the utilization of BANNER could help advisors provide optimum advising. Additionally, advisors were able to provide input on how the system could be adjusted/modified to meet the needs of students as well as advisors. Although the training proved invaluable, BANNER training and implementation has become an ongoing initiative and challenge for advisors. However, despite the challenges of BANNER, advisors successfully utilize BANNER to provide quality advising with minimal impact on student movement into degree-granting colleges.
- ? Staff changes and re-instituting 90+hour rule. In 2000, a staff position (Assistant to the Dean, later promoted to the Assistant Dean for Administrative Services) was added to specifically advise students with 90+ hours to work directly with addressing the needs of those students. Since the

University College (aka University Division) was designed for first year and second year students, students were required to move into a degree-granting college by the time they earn 90 hours (junior standing). Transfer students were excluded from this requirement. In the past, no real effort was made to address the issue of students with more than 90 hours in the University College. If they did not meet the admission requirement for their intended major, they were allowed to stay in the University College until they were eligible to transfer to the degree-granting college. In some cases, students remained in the University College until they were within 1-2 quarters of completing a degree. Another responsibility of the Assistant Dean, was to re-visit the 90 hour rule and help students identify alternate majors and/or career options. As a result of those initiatives, the number of junior and senior students (targeted group) remaining in the University College decreased by more than 3%. (Attachment A1).

**b. What literature supports the likelihood of success of these programs? (i.e., What leads us to expect success now where we have failed in the past?)**

- ? Many of the new programs have been developed as a result of the university's participation in the Foundations of Excellence national study conducted by the Policy Center on the First Year Experience. Wright on Track (WOT) and PASS initiatives were developed as a direct result of WSU participation in the FoE experience and the documented success of those programs at other FoE institutions. In addition to literature provided by the National Resource Center for the First-Year Experience and Students in Transition, the University College utilizes resources provided by the National Academic Advising Association (NACADA) and the National Association of Deans and Directors (AAD&D). Attachment C provides a list of selected literature focusing on retention programs and initiatives.
- ? Much of the anticipated success is based on the university's plan to increase enrollment in the degree-granting colleges. As the University College enhances programs/efforts designed to retain students and expedite student movement out of the University College, the degree-granting colleges are revising their admission requirements to include "pre-majors", early transfer programs, and more direct admits from high school. Collectively, these actions will successfully reduce the number of students in the University College.

**c. What would be the expected ideal size of University College or the ideal amount of time to be spent in University College? (i.e., How would we define success?)**

- ? To a great extent, the amount of time a student is "housed" in the University College is determined by the admission requirements for the college/intending major (see benchmarks/goals). University College records indicate that since 1989, WSU degree-granting colleges have systematically changed the

admission requirements for selected degree programs (Attachment D) -- raising cumulative gpa, required hours, test scores, adding specific courses and increasing the designated grades for selected courses within a major. Those changes adversely affected the number of students eligible to transfer into majors, thus increasing the number of students remaining in the University College. The University College became a “holding area” for juniors and seniors waiting to meet the admission requirements for their intended major/degree granting college. Additionally, University College was the depository for students seeking second degrees, increasing the number of students with “senior” status, and ultimately increasing the total number of students in the University College.

- ? Typically, students who are more focused and better prepared for college, move into the degree-granting colleges sooner than less prepared students. Based on existing literature and research focused on student academic success and retention, the University College identified student academic benchmarks for each degree-granting college/major and timelines for movement out of the University College. In 2005, when colleges were asked to identify their projected growth over the next 7 years, the University College projected a decrease in growth (as degree-granting colleges increase in size, the University College should naturally decrease in size). The University College identified 3900 students as the projected/ideal size for the college. Since the university admits approximately 2100-2300 new students each year, at least half of those students should move out of the University College at the end of the first year. As more transfer and second degree students are admitted directly into a degree-granting college, the size of the University College would be determined mostly by the number of new first year/direct-from-high-school students and the number of remaining/continuing students from the previous year. Success would be determined by percent of students meeting benchmarks and moving out of UC. Generally, most students should move out of UC by end of the sophomore year.

## **2. Exactly how will the College be organized in order to administer the programs alluded to in question 1?**

- ? UC organizational structure and staff duties redefined. In order to implement the programs and initiatives identified as necessary to decrease the size of the University College, several changes were made to the organizational structure of the University College. As mentioned above in response 1a, departments were combined and restructured (support services and offices were combined to create SASC and the academic advising center was combined with adult and transfer services to create Academic Advising and Transfer Services/AATS). The number of advisors increased from 11.5 FTE to 12.5 FTE. Advisors who serve as college liaisons were asked to increase contacts and collaborations with college counterparts to keep abreast of new initiatives impacting student transfers and movement of students into the



degree-granting colleges. Several advisors are part time while other advisors have additional coordinator responsibilities (placement testing, scholarship programs). A staff position was added (Assistant to the Dean, now Assistant Dean for Administrative Services) to work primarily with students with 90+ hours earned. Collectively, all the UC administrative positions are responsible for monitoring, assessing and tracking the movement of students out of the University College with a focus on improving our service to students and finding ways to increase the number of students meeting college admission requirements to move out of the University College. Thus, while staff responsibilities have increased, the overall increase in staff has been minimal.

**a. Aside from the creation of the new Deanship, the personnel and organizational chart of the college remains the same. What personnel additions and changes are contemplated? Will faculty be appointed to this college?**

- ? Since the transition from University Division to University College, the structure of the college has changed significantly (Attachment E). In addition to the changes identified above, the University College has added 2 Advising Assistant positions (funded by Teaching Enhancement Grant for PASS UVC 101 courses) and redefined several advisor positions to include more responsibilities (including advisors who travel to off-site locations to advise students).
- ? In 2005, Articulation and Transfer responsibility (previously assigned to Jeanne Fraker, Associate Dean, University College), was reassigned to Joe Law, Assistant Vice President for Articulation and Transfer.
- ? The creation of the Student Academic Success Center (SASC) in 2005 did not require any staff additions.
- ? The Developmental Education program hires adjunct instructors and UC academic advisors will continue to teach the UVC 101 class. There is no expectation that any faculty will be appointed to the University College.
- ? Currently the learning community courses (UVC 101, LA 101, SM 198) have faculty teaching the linked courses (mostly GE courses: HST, SOC, PSY, MUS, ENG, PLS, etc.). More than 24 faculty, from all different disciplines/colleges are involved in teaching the LC linked classes.

**b. What, exactly, will the relationship of the new college to the College of Education and its efforts to form “bridges” to secondary schools?**

- ? The Assistant Dean for Academic Support Services will continue to collaborate with the College of Education to insure the successful implementation of any program initiatives identified to help connect to secondary schools.

- ? The Academic Advising and Transfer Services unit of UC has an advisor who serves as the primary coordinator for post secondary education students (PSEO) and programs. The advisor also serves as the UC liaison to the College of Education. In this capacity, the advisor maintains an updated listing of all CEHS new initiatives, changes, etc. impacting the advising or dissemination of information related to secondary students. These efforts help accelerate the degree completion for PSEO students.

**c. What are expectations of the participation of faculty from the other colleges in the programs for UC students?**

- ? Faculty involvement is expected to remain at the same level of involvement. Many faculty (generally instructors/faculty of GE courses) choose to actively participate in the University College learning communities. Additionally, faculty are invited to serve on the first year Common Text reading committee, and faculty are invited to serve on the UC Advisory Board and other University College committees.

**3. What is a realistic estimate of the resources needed in the short and long run to succeed in the goals of the University College?**

In the short run, the current available resources allow the University College to maintain existing programs to meet the goals of the college. However, many of our initiatives are funded through grants, fundraising, SOAR fees, and a portion of the new student program fee. Without those resources, several activities/initiatives would be severely impacted. In the long run, the college will need to maintain at least the same level of resources and possibly reorganize/redirect staff and/or resources to better accommodate the needs of our changing population and goals of the university.

**a. If no resources are anticipated, why can't the current staff and its organization simply change its methods?**

The University College continually evaluates the effectiveness of its programs, initiatives and activities. As needs are identified, changes are made, oftentimes requiring a change in the standard method of operating and staff responsibilities. The University College has been a forerunner in embracing change within the boundaries that are set. As such, the college remains limited in how much the college can change. The University College cannot change the Wright State admission requirements, nor can the University College change admission requirements to the degree-granting colleges. Both factors impact the number of college-ready students enrolled in the University College and thus, ultimately impact the overall movement of students out of the University College.

- b. If new resources are required, are they anticipated to come from current revenues, (i.e. transfers), or are some new sources of revenues, such as large grants, anticipated? What are some realistic estimates as to the amount of any such new money?**

Revenues for University College initiatives (first year programs, service learning, learning communities, peer instructors, peer leaders, etc.) are largely supported through fundraising, grants and first year student fees. The University College is expected to continue to seek and find grants and implement additional fundraising activities to support any new initiatives and/or new resources.

- c. If additional duties are contemplated for existing faculty and staff in other colleges, how will they be compensated? Has this prospect been part of the current negotiations for a labor contract?**

No additional duties are contemplated for any faculty or staff in other colleges, thus the University College has not been involved in any contract negotiations. Faculty and staff who volunteer to serve on UC committees, are involved with UC learning communities, first year programs, or other UC programs, are not compensated by the University College.

## **ATTACHMENTS**

## Attachment A1

### University College

#### UC Main Campus Student Movement Summary

<u>Fall Term</u>	<u>Enrollment</u>	<u>Returned Following Fall Term</u>	<u># Moved out of UC Following Fall</u>	<u>% Moved out of UC Following Fall</u>	
F01	4,739	3,150	1,353	43.0%	of returning students
F02	4,806	3,194	1,446	45.3%	of returning students
F03	4,848	3,292	1,472	44.7%	of returning students
F04	5,033	3,304	1,617	48.9%	of returning students
F05	4,844	3,113	1,494	48.0%	of returning students
F06	4,683	3,016	1,401	46.5%	of returning students

## Attachment A2

*Wright State University*  
Total University  
Fall 199 – Fall 2006  
Headcount Enrollment

Fall Quarter	Undergrad Enrollment	* University College		University College Freshmen		University College Sophomores		Univers Ju
		#	% of Undergraduate Enrollment	#	% of University College	#	% of University College	#
1971	9,255	2,230	24%	2,218	99%			
1972	9,046	2,664	29%	2,206	83%			
1973	9,121	2,905	32%	2,297	79%			
1974	9,556	3,005	31%	2,287	76%			
1975	10,464	3,469	33%	2,627	76%			
1976	10,035	3,596	36%	3,032	84%			
1977	10,443	3,680	35%	2,906	79%			
1978	10,208	3,229	32%	2,656	82%			
1979	10,487	2,336	22%	2,238	96%			
1980	10,821	2,314	21%	2,248	97%			
1981	10,810	2,576	24%	2,443	95%			
1982	10,687	2,984	28%	2,577	86%			
1983	11,203	3,278	29%	2,748	84%			
1984	11,410	3,381	30%	2,750	81%			
1985	11,869	3,572	30%	2,888	81%			
1986	12,480	3,826	31%	3,161	83%			
1987	12,512	4,185	33%	3,412	82%			
1988	12,713	4,717	37%	3,706	79%			
1989	13,122	5,295	40%	3,808	72%			
1990	12,933	5,547	43%	3,797	68%			
1991	13,036	5,356	41%	3,618	68%			
1992	12,925	4,818	37%	3,288	68%			
1993	12,727	4,806	38%	3,232	67%			
1994	12,220	4,647	38%	3,049	66%			
1995	11,670	4,555	39%	2,981	65%			
1996	11,262	4,515	40%	2,973	66%			
1997	11,218	4,541	40%	3,012	66%			
1998	11,246	4,615	41%	3,044	66%			
1999	12,116	5,116	42%	3,338	65%	1,150	22%	448
2000	11,896	4,934	41%	3,312	67%	1,091	22%	390
2001	12,220	5,193	42%	3,431	66%	1,117	22%	454
2002	12,531	5,304	42%	3,491	66%	1,207	23%	430
2003	12,708	5,165	41%	3,336	65%	1,199	23%	445
2004	13,001	5,546	43%	3,679	66%	1,223	22%	483
2005	13,058	5,296	41%	3,678	69%	1,030	19%	430
2006	12,934	5,088	39%	3,613	71%	1,048	21%	309

\* University College enrollment includes Lake campus

## Attachment B

### UNIVERSITY COLLEGE

**AATS Benchmarks for Students' Timely Movement into Majors**  
*(for students not starting in developmental education math or writing)*

#	COLLEGE/MAJOR	<i>Time expected to remain in UC</i>
1	<b>College of Liberal Arts</b> Economics -- 4 quarters Integrated Language Arts -- 6 quarters	3 quarters (except EC & ILA)
2	<b>College of Science/Math</b> Mathematics -- 6 quarters	3 quarters (except Math)
3	<b>Raj Soin College of Business</b>	5 quarters
4	<b>College of Education &amp; Human Services</b> Organizational Leadership – 7 quarters	5 quarters (except OL)
5	<b>College of Nursing and Health</b>	6 quarters
6	<b>College of Engineering/Computer Science</b>	6 quarters

*Reviewed by UCAT on 4/18/05*  
*Adopted by UC/Academic Advising & Transfer Services*  
*04/ 20/ 2005*

## Attachment C

### University College Resources

National Resource Center for the First-Year Experience and Students in Transition

National Academic Advising Association (NACADA)

National Association of Deans & Directors of University Colleges & Undergraduate Studies (AD&D)

### Selected Literature

Tinto, Vincent. 1987 and 1993. *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press.

ACT, Inc. (2004). *What Works in Student Retention?* (Research Report). Iowa City, IA: W.R. Habley and R. McClanahan.

ACT, Inc. (2004). *The Role of Academic and Non-Academic Factors in Improving College Retention*. (ACT Policy Report). Iowa City, IA : V. A. Lotkowski, S. B. Robbins, and R. J. Noeth.

Astin, A. W., (1993). *What Matters in College?: Four Critical Years Revisited*. (1 st ed.). San Francisco, CA: Jossey-Bass.

Gordon, V. N., Habley, W. R. (Eds.). (2000). *Academic Advising: A Comprehensive Handbook*. San Francisco, CA: Jossey-Bass.

Kramer, G. L., et al. (2003). *Student Academic Services: An Integrated Approach*. (1 st ed.). San Francisco, CA: Jossey-Bass.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. et al (2005). *Student Success in College: Creating Conditions That Matter* (1 st ed.). San Francisco, CA: Jossey-Bass.

Roueche, J. (1993). *Between a Rock and a Hard Place: The At-Risk Student in the Open-Door College*. (1 st ed.). San Francisco, CA: Jossey-Bass

Seidman, A. (Ed). (2005). *College Student Retention: Formula for Student Success*. Westport, CT: Praeger.



## Attachment D

## SUMMARY OF PROGRAM ADMISSION REQUIREMENTS

[illegible]

## College of Education and Human Services

*(Benchmark: Students in the CEHS majors are expected to be in their college by the end of their fifth quarter, except as noted.)*

Early Childhood Education, Health & Physical Education, Integrated Business Education, and Marketing Education

- ✍ 2.5 GPA
- ✍ 45 hours earned
- ✍ Acceptable scores on the Praxis I

Following found at: [www.ed.wright.edu](http://www.ed.wright.edu)

- ✍ Formal Application
- ✍ Writing Sample
- ✍ 2 Recommendations

Middle Childhood Education

- ✍ 2.5 GPA
- ✍ 45 hours earned
- ✍ Statement of Good Moral Character

Rehabilitation Services

- ✍ 2.35 GPA
- ✍ 24 hours earned

Organizational Leadership

- ✍ 2.0 GPA
- ✍ 90 hours earned
- ✍ Completion of any two 100/200 level courses from the following areas:  
ACC, EC, FIN, MKT or STT

*(Benchmark: Students in the OL major are expected to be in their college by the end of their seventh quarter.)*

## Raj Soin College of Business

- ✍ 2.5 cumulative GPA from all schools
- ✍ 45 hours earned
- ✍ Grade of "C" or higher in ENG 101 and 102
- ✍ Grade of "C" or higher in MTH 128/129 or in a higher level math

*(Benchmark: Students in the RSCB majors are expected to be in their college by the end of their fifth quarter.)*

## College of Engineering and Computer Science

*(Benchmark: Students in the CECS majors are expected to be in their college by the end of their sixth quarter.)*

- ✍ 2.25 GPA
- ✍ 24 hours earned
- ✍ Grade of "C" or higher in ENG 101 and 102

Additional requirements:

Biomedical Engineering or Industrial & Systems Engineering

- ✍ Grade of "C" or higher in EGR 101 (or MTH 229, 230)
- ✍ Grade of "C" or higher in CEG 220
- ✍ Grade of "C" or higher in CHM 121/125 or PHY 240/200

Computer Science

- ✍ Grade of "C" or higher MTH 257
- ✍ Grade of "C" or higher in CS 240

### Computer Engineering

- ✍ Grade of "C" or higher MTH 257
- ✍ Grade of "C" or higher in CS 240

### Electrical Engineering

- ✍ Grade of "C" or higher in EGR 101 (or MTH 229, 230)
- ✍ Grade of "C" or higher in CEG 220 or CS 240
- ✍ Grade of "C" or higher in CHM 121/125 or PHY 240/200

### Engineering Physics

- ✍ Grade of "C" or higher in EGR 101 (or MTH 229, 230)
- ✍ Grade of "C" or higher in one of the following: CEG 220, EGR 153 or CS 240
- ✍ Grade of "C" or higher in CHM 121/125 or PHY 240/200

### Mechanical Engineering or Materials & Science Engineering

- ✍ Grade of "C" or higher in EGR 101 (or MTH 229, 230)
- ✍ Grade of "C" or higher in EGR 153 or CEG 220
- ✍ Grade of "C" or higher in CHM 121/125 or PHY 240/200

### College of Liberal Arts

- ✍ 2.0 GPA
- ✍ 24 hours earned
- ✍ Grade of "C" or higher in ENG 101 and ENG 102
- ✍ Three additional General Education courses from Areas 2, 3, or 4.

*(Benchmark: Students in most COLA majors are expected to be in their college by the end of their third quarter. Exceptions are noted.)*

#### Additional Requirements:

#### Communication and Social Science Education

- ✍ 2.5 GPA

#### Criminal Justice and Urban Affairs

- ✍ 2.3 GPA

#### Economics

- ✍ Grade of "C" or higher in MTH 128/129 or in a higher-level math course

*(Benchmark: Students in the Economics B.A. major are expected to be in their college by the end of their fourth quarter.)*

#### English Education/Integrated Lang Arts

- ✍ 2.5 GPA
- ✍ 48 hours earned

*(Benchmark: Students in the English Education major are expected to be in their college by the end of their sixth quarter.)*

#### Modern Language

- ✍ 2.5 cumulative GPA (or 3.0 GPA in foreign language courses)

### College of Liberal Arts cont.

#### Motion Picture Production B.A.

✍ 2.25 GPA

#### Social Work (minimum for consideration)

- ✍ 2.25 GPA\*
- ✍ Grade of “C” or higher in SW 270 and 271
- ✍ Formal application
- ✍ EC 200, PLS 200, SOC 200, PSY 105, 341, BIO 107, SW 272, COM 104

**\*This program is competitive admission!**

*(Benchmark: Students in the Social Work major are expected to be in their college by the end of their sixth quarter.)*

#### Special Admission Requirements:

##### B.F.A. in Art or Theatre (except for Motion Picture Production)

- ✍ 2.0 GPA
- ✍ 24 hours
- ✍ Audition required for Acting, Musical Theatre, and Dance

##### Motion Picture Production B.F.A.

- ✍ 2.25 GPA
- ✍ 24 hours earned
- ✍ Grade of “A” or “B” in MP 131 and 180

#### Music

- ✍ Audition
- ✍ Three outside recommendations
- ✍ Formal application

#### **College of Nursing and Health**

- ✍ 2.5 GPA\*
- ✍ 48 hours in prescribed courses
- ✍ 2.5 GPA and grade of “C” or higher in all prerequisite courses – ENG 101 & 102, PSY 105 & 110, CHM 102, HAP I, M&I 220, SOC 200, STT 160
- ✍ Formal application

**\*This program is competitive admission!**

*(Benchmark: Students in the Nursing major are expected to be in their college by the end of their sixth quarter.)*

#### **College of Science and Mathematics**

- ✍ 2.0 GPA
- ✍ 24 hours earned
- ✍ Grade of “C” or higher in 2 courses in chosen major

*(Benchmark: Students in the COSM majors are expected to be in their college by the end of their third quarter, except Math majors by the end of their sixth quarter.)*

#### Additional requirements:

##### Math

- ✍ MTH 229 and 230 with grade of “C” or higher in each
- ✍ 2.5 GPA or higher for the average of MTH 229 and 230

##### Psychology

- ✍ 2.25 cumulative GPA
- ✍ 2.25 GPA in all Psychology courses (minimum two classes)
- ✍ 30 hours earned

Attachment E

University College  
Organizational Chart  
February 5, 2007

**Dr. David Hopkins**  
President

**Dr. Steven Angle**  
Provost

**Dr. Anita Curry-Jackson**  
Dean

**William Johnson**  
Assistant Dean  
Administrative Services

**Donna Maas**  
Assistant to the Dean

**Juanita Melton**  
Assistant Dean  
Student Academic Success  
Center

**Student Assistants**

**L**  
Inter  
Ad

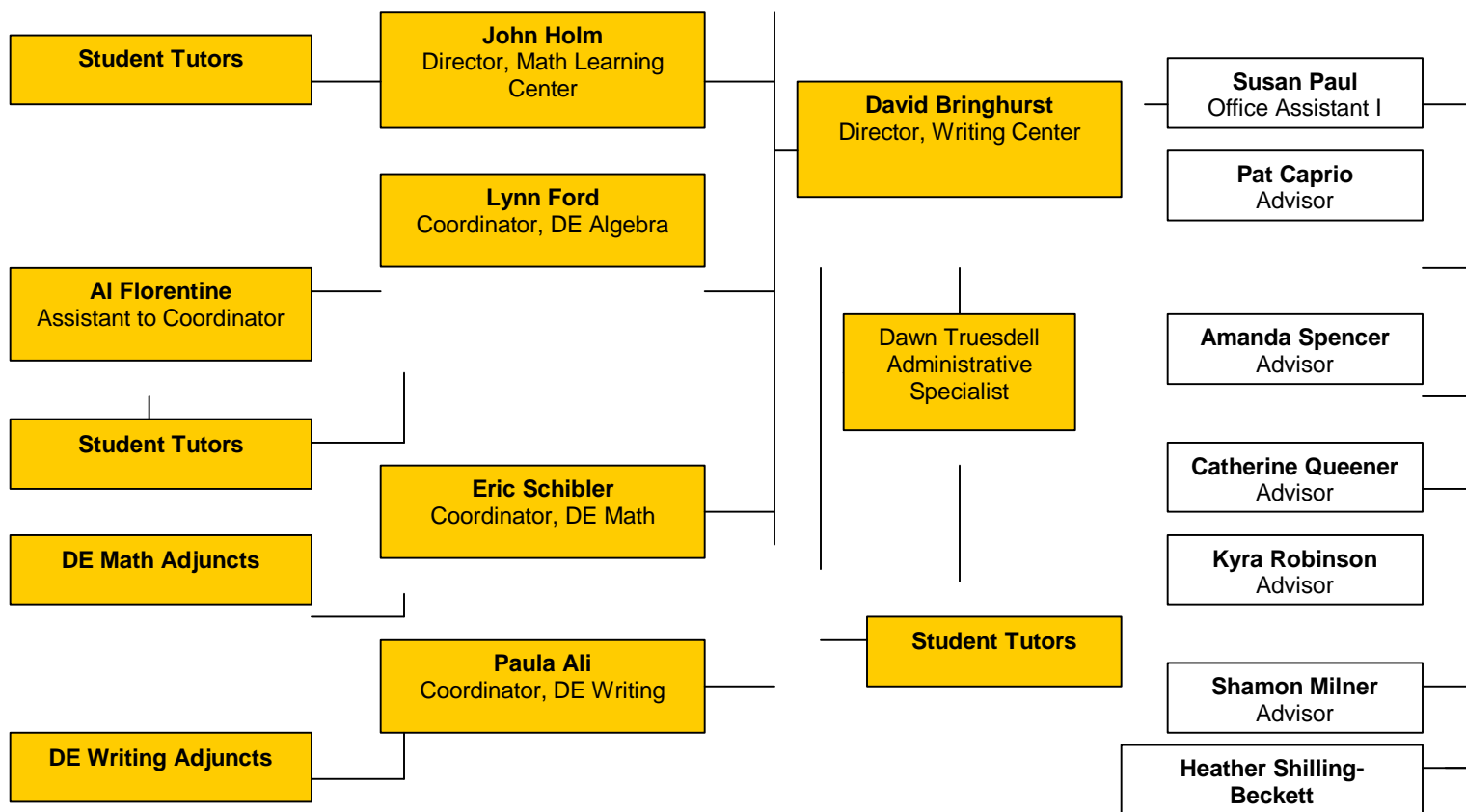
**Student Tutors**

**David Hurwitz**  
Director, Tutoring Center

**Melanie King**  
Office Assistant II

**Kim Robbins**  
Office Assistant II

**Janet Jensen-Brown**



The Transformation of the University Division into the University College Executive  
Summary

(A Discussion Document for Faculty Senate, May 1999)

Submitted by the University College Planning Committee

Created in 1970 to address a 75% freshman attrition rate, the University Division has grown unchecked since. For almost its enrollment has hovered around 40% of the total undergraduate enrollment, even though it offers no academic majors or degree programs. Fall 1998, the fourteenth-day enrollment there was 4,615 students--41.2% of the undergraduate enrollment. Over the years, the population has shifted from primarily freshmen (99% ~ 1971) to a mixture that includes sophomores, juniors, seniors, and even a few high school students. Since 1990, only 65-68% of the students there have been freshmen. (A more detailed history of the University Division and a profile of the students enrolled there are outlined in the accompanying attachments.)

To address the above reality and in general to move students more quickly into appropriate majors and colleges, the *University Strategic Plan: 1998-2003* calls for replacing the University Division with a University College that will "address student academic needs during the freshman year ... and serve as a vital bridge between secondary school preparation and acceptance to a major program for most students" (p. 12, Strategic Goal 8j). To achieve this aim, the University College Planning Committee, created in February 1998 to implement the *Strategic Plan* directive, proposes the following three-part mission for the University College:

MISSION OF UNIVERSITY COLLEGE

- ? to serve as the academic home for most first-year students and provide direction, services, and opportunities to assist them in moving successfully into an appropriate major and college by the completion of 24-48 credit hours of college-level courses depending upon the requirements of the intended major;
- ? in collaboration with the other undergraduate colleges, Faculty Senate, and the Office of the Provost, to facilitate the timely transfer of continuing University College students into existing majors in the colleges or into degree programs;
- ? to develop appropriate bridges with secondary education, working through feeder high schools, to ensure that more students will enter the University "college ready" and to work with two-year institutions to ensure that transfer students will be able to move as seamlessly as possible into their desired majors.

REALIZING THE MISSION OF UNIVERSITY COLLEGE

To achieve the first of these goals, University College will

- ? create a freshman year learning experience focused on helping entering students achieve learning and developmental competencies consistent with those of the new general education program and with those expected of students who will succeed within the college and at the university (see Attachment 1);

The Transformation of the University Division into the University College

Executive Summary

A Discussion Document for Faculty Senate, May 1999

Submitted by the University College Planning Committee

- ensure that university orientation, first -year classes (e.g., UD 101, General Education, Introduction to Discipline/College courses), and other programs and units (e.g., University Honors Program, WrightMath, University Writing Center) facilitate the achievement of those outcomes;
- develop learning communities to foster students' academic and social growth;
- work with colleges to ensure the timely movement of students into the colleges; cultivate the active, ongoing involvement of senior faculty in the life of the University College;
- provide regular opportunities for professional development of University College staff and faculty.
- encourage colleges to recruit students directly from University College, focusing on students *eligible* to enter a particular college instead of only those who have declared a particular

To achieve the second goal, University College will

- major;
- determine why continuing students have not qualified for entry into a particular college/major (e.g., unavailability of required courses, lack of required GPA) and work with students and/or affected college to address those findings;
- require students not admitted into a college by the accumulation of 60 credit hours to choose another major or become nondegree students;
- dismiss students who repeatedly fail to make academic progress;
- explore the development of new degree programs that will meet students' educational goals (e.g., Bachelor's of Interdisciplinary Studies, Organizational Leadership, other "2+2" programs);
- determine University College's desired or optimal enrollment and work with the university to achieve that enrollment.

J.I.

engaging staff there fully in this process to prepare to implement the learning outcomes, develop learning communities, establish appropriate bridges with feeder high schools, and enhance articulation with two -year institutions --all by Fall 2000. In the colleges, too, conversations must become more deliberate to determine appropriate strategies for recruiting more University College students into appropriate majors. Simultaneously, the role faculty might play within the University College will become more clearly defined and a mechanism developed to facilitate their ongoing involvement; and a University College Advisory Council will be appointed to provide appropriate consultation and to oversee implementation of the plan as we move ahead.

Evaluation of the plan will be ongoing, but ultimately success will manifest itself in a reduction of students in the University College; in a reduction in the number of students placing into developmental education courses; in the achievement of the student learning and developmental outcomes; and in the level of faculty involvement in the day -to-day life of the University College.

### RESOURCE IMPLICATIONS

No immediate, unavoidable costs should be incurred automatically as a result of the conversion of the University Division into the University College. As the transformation continues to evolve, it will be possible to determine more precisely what new resources may be needed within the University College and the other undergraduate colleges. There is no expectation that funds will be reallocated from existing colleges to support initiatives in the University College.

To achieve the third goal, University College will

- develop a profile of students who meet college entrance requirements by the end of the first year and use that profile to recruit new students;
- initiate educational alliances with the top ten feeder high school to articulate expected learning outcomes for college -bound students;
- provide feedback to high schools about their graduates' performance at Wright State; encourage prospective students to complete the college prep curriculum so that they enter without high school deficiencies or need for developmental education courses;
- expand its summer bridge program to give as many entering students as possible a "head start" on meeting the learning competencies for the freshman year.
- maintain and enhance the existing articulation agreements with two -year institutions, continuing to make site visits for pre -admission advising.
- 
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### NEXT STEPS

The above plan is simply phase one of an ongoing planning process. Now that the framework for creating the University College is in place, planning must shift to the University College itself,



## List of Attachments

1. Desired Learning and Developmental Outcomes/Competencies for Students Finishing the First Year at Wright State University
2. University Division Fact Sheet
3. Enrollment in University Division Since Establishment
4. Wright State University Undergraduate Enrollment by College, Fall 1998
5. University Division Students (Main Campus) Fall 1998
6. College Admission Requirements
7. College Admission Status of Fall 1997 Direct from High School Students Returning Fall 1998
8. Profiles of Fall 1997 Direct from High School Students Transferring into College and Remaining in University Division Fall 1998
9. Cumulative number of Students in Colleges by Quarter, Fall 1995 Full-Time Direct from High School Students
10. Continuing or Returning University Division Students Meeting College Entrance Requirements (Advising Center, Fall 1998)
11. Continuing or Returning University Division Students Meeting College Entrance Requirements (Adult and Transfer Services, Fall 1998)
12. Eligibility for Colleges by Intended College, Advising Center Students with 60 or more Hours Earned Through Fall 1998

## Desired Learning and Developmental Outcomes/Competencies for Students Finishing the First Year at Wright State University

### Learning Outcomes/Competencies

- ? Develop reading skills sufficient to be successful in college level work. Development of this competency will be enhanced by successful completion of a variety of courses in the major and in GE (including at least one natural science course).
- ? Develop writing skills sufficient to be successful in college level work. This competency may be achieved by completing ENG 101 and ENG 102 with a grade of "C" or better.
- ? Develop quantitative skills sufficient to be successful in college level work. This competency may be achieved by completing at least one college mathematics course (above the level of intermediate algebra, or Math Placement Level 3) with a grade of "C" or better.
- ? Develop critical thinking skills sufficient to be successful in college level work. Development of this competency will be enhanced by successful completion of a variety of courses in the major and in GE.
- ? Acknowledge all high-school deficiencies (e.g., foreign language or mathematics requirement), and develop a plan for removing deficiencies no later than the end of the Sophomore year (90 credit hours earned).
- ? Learn how to create and give an oral presentation.
- ? Begin to develop an understanding of cultures other than one's own and an understanding of the realities of global interdependence. This understanding may be enriched by successfully completing courses such as Comparative Studies and Regional Studies.
- ? Achieve introductory level of University library-research competency (UBNET, OhioLINK, WWW, Library services and resources, research process, retrieval and evaluation of information, etc.). This competency may be acquired by successfully completing the course EDT 110.
- ? Achieve introductory level of computer literacy (basic computer operations, Windows, WWW browser, e-mail, word processing program, spreadsheet, listserv use, etc.). This competency may be acquired by successfully completing the course CS 205.
- ? NOTE: The following are indicators of a student's success in achieving the competencies listed above: 1) Overall gpa of 2.0 or higher; 2) Completion of admission requirements to the chosen major or program.

### Developmental Outcomes/Competencies

#### Academic Success

- ? Determine personal time-on-task needs; learn to anticipate how much time is needed to accomplish specific academic tasks (e.g., study for a quiz, finish problem set, write a paper, etc.); develop discipline needed to manage study time accordingly.
- ? Develop relationships with academic advisers and other individuals in the College and/or Department of chosen major; learn and understand curriculum requirements for General Education, Writing Across the Curriculum, and the major.
- ? Understand University regulations and policies such as drop dates, fee due-dates, and registration guidelines, etc.

Learn appropriate, courteous classroom behavior (e.g., focus on the lecture; avoid chatting; arrive promptly and stay to the end, etc.)  
Learn strategies to maximize learning in a large lecture class (e.g., sit in front, confer with professor out of class, take advantage of study sessions and/or supplemental instruction, etc.).  
Improve attention span and listening skills; learn to process large volume of information in lecture classes.  
Improve reading comprehension skills to allow completion and understanding of lengthy reading assignments; learn to read faster.  
Learn to organize large volume of written information (e.g., class notes, quizzes, exams, handouts, syllabi); keep information from different courses in separate notebooks or folders. Learn to establish and coordinate study groups that allow collaborative learning/ group study;  
Employ study groups in all appropriate courses.  
Learn to take tests successfully; develop skills to analyze various types of questions; use mistakes on tests as a learning tool.  
Understand behaviors that constitute academic dishonesty and its consequences, and avoid those behaviors.

Personal Growth

Develop planning skills to assist in setting short-term and long-term personal, educational, and career goals.  
Learn strategies for dealing with stress and for managing time effectively.  
Develop an awareness and sensitivity about human diversity, especially in relation to the Wright State community.  
Explore community service and service-learning opportunities at the University.  
Learn about opportunities and resources that foster wellness and that address health issues and concerns.  
Develop personal financial management skills as well as a clear understanding of Financial Aid options and services.  
Develop interpersonal and group communication skills.  
Pursue behaviors that promote civility and the development of sound personal values.

Career Development

Learn how to obtain interest assessment services and career information and counseling at the University.  
Explore career options and opportunities for internships and cooperative education programs. Develop necessary skills and knowledge to make an informed decision about a career path.

Attachment 2  
UNIVERSITY DIVISION/COLLEGE FACT SHEET

Total number of students: 4,615 as of 14th day, Fall 1998  
Total staff (classified and unclassified): 23.6 (including 2 vacant positions)

Subsidy Generated by University Division

	All Dev. Ed. Classes	UD 100	UD 101	ED 101 sections)
1996-97	\$324,216.43	\$14,310.98	\$39,559.38	\$4,462.93
1997-98	\$334,039.21	\$14,891.64	\$65,703.24	\$3,513.33
1998-99 (est)	\$325,000.00	\$15,789.33	\$46,624.00	\$3,271.11

Estimates based on average earned subsidy.

The economic impact of the 4600+ students in the University Division/College on the generation of subsidy in the colleges, particularly through enrollment in general education and introduction to the major courses, is considerably higher, of course, than the above figures indicate. Add to this tuition income generated by the presence of these students at WSU, and we begin to see the significant impact of the University Division/College on the economic welfare of the University.

UNITS COMPRISING UNIVERSITY DIVISION/COLLEGE

Academic Advising Center (12.6 FTE total, including the director of the Division, 2 classified, and 1 vacant position)

The Academic Advising Center (AAC) advises approximately 4200 students, resulting in a student to adviser ratio of 540:1. It is also responsible for orientation and testing of entering students. AAC coordinates over 20 sections of UD 101 each academic year, and the staff regularly teach sections of UD 100, UD 101, and ED 101.

Adult and Transfer Services (4 FTE total, including 1 classified and 1 vacant position)  
Working with admitted or previously admitted students with 75 or more hours, Adult and Transfer Services advises approximately 400 students, resulting in a student-adviser ratio of 200:1. A TS maintains articulation agreements with two-year institutions, making site visits for pre-admission advising with those students. In this capacity, A TS works with approximately 400 prospective students on a pre-admission basis. In addition to its regular advising load, A TS staff also teach sections of UD 100, UD 101, and ED 101.

Attachment 3: Enrollment in University Division Since Establishment

Developmental Education (7 FTE total, including 5 unclassified and 2 classified positions distributed between Developmental Ed and University Tutoring)

Forty per cent of entering students place into at least one developmental class. Each academic year, Developmental Ed offers 95 sections of the following courses:  
 DEV 071, 081, 091 (Reading)--Fall, 16 sections; Winter, 5 sections; Spring, 3 sections  
 DEV 072, 082, 092 (Writing)--Fall, 22 sections; Winter, 12 sections; Spring, 5 sections  
 DEV 073, 083, 093 (Math)--Fall, 13 sections; Winter, 12 sections; Spring, 7 sections

Four full-time unclassified staff serve as coordinators and instructors for these areas and for UD 100 (Supplemental Instruction and Tutoring). Reading, writing, and math coordinators teach 30 to 35 credit hours per academic year, the greatest porting during fall quarter. In addition, the reading area hires 5 adjuncts in the fall, 2 in the winter, 1 in the spring. Writing hires 8 adjuncts in fall, 6 in winter, and 1 in spring. Math hires 7 in the fall, 6 in the winter, and 3 in the spring. The UD 100 coordinator teaches 10 sections per year. University Tutoring Services, located within the Developmental Education unit, also locates tutors for any course offered at the University in which a student may be experiencing difficulty, and it coordinates the Supplemental Instruction Program in conjunction with specific General Education classes.

In addition to the responsibilities outlined above, all three units are involved in University Testing Services, which administers placement tests and national normed tests (e.g., LSAT, MeAT, MAT, PPST, NTE, GMAT).

Fall Quarter (Year)	Undergraduate Enrollment	University Division Enrollment	% of Undergraduate Enrollment	University Division Freshmen	% of Division Enrollment
1971	9,255	2,230	24%	2,218	99%
1972	9,046	2,664	29%	2,206	83%
1973	9,121	2,905	32%	2,297	79%
1974	9,556	3,005	31%	2,287	76%
1975	10,464	3,469	33%	2,627	76%
1976	10,035	3,596	36%	3,032	84%
1977	10,443	3,680	35%	2,906	80%
1978	10,208	3,229	32%	2,656	82%
1979	10,487	2,336	22%	2,238	96%
1980	10,821	2,314	21%	2,248	97%
1981	10,810	2,576	24%	2,443	95%
1982	10,687	2,984	28%	2,577	86%
1983	11,203	3,278	29%	2,748	84%
1984	11,410	3,381	30%	2,750	81%
1985	11,869	3,572	30%	2,888	81%
1986	12,480	3,826	31%	3,161	83%
1987	12,512	4,185	33%	3,412	82%
1988	12,713	4,717	37%	3,706	79%
1989	13,122	5,295	40%	3,808	72%
1990	12,933	5,547	43%	3,797	68%
1991	13,036	5,356	41%	3,618	68%
1992	12,925	4,818	37%	3,288	68%
1993	12,727	4,806	38%	3,232	67%
1994	12,220	4,647	38%	3,049	66%
1995	11,670	4,555	39%	2,981	65%
1996	11,262	4,515	40%	2,973	66%
1997	11,218	4,541	40%	3,012	66%
1998	11,246	4,615	41%	3,044	66%

Source: Institutional Research (5/38/98, 4/21/99)

Wright State University Undergraduate Enrollment		
Students by College, Fall 1998		
		University Division
		Liberal Arts
		Business
		Education
		Non-degree
		Associate Degree

Source: Budget Planning and Resource Analysis

University Division Students (Main Campus) Fall 1998

	Advisini Center	Adult and Transfer
Total	4,415	393
Freshmen	3,041	
Sophomores	1,034	79
Juniors	218	180
Seniors	35	128
High School Students	87	
Full Time	3,900	200
Part Time	515	193
New Freshmen	2,026	
Transfers	260	133
Continuing/Returning	2,129	260
Intended College		
Business	821	106
Education & Human Services	739	77
Liberal Arts	576	68
Science & Math	331	11
Engineering & Computer Science	594	75
Nursing	212	6
Undecided	1,142	50

Source: Institutional Research (9/23/98)

## Attachment 6

## College Entrance Requirements

College	Credit Hours Earned	Other
CEHS	24/24	2.5/2.35 C or higher in ENG 101/102 and MTH 128/129 or higher level math <u>Teacher Education</u> : 45 credit hours; 2.5 cum GPA; minimum each section of the PPST; completed application packet, including self-assessment statement including career goals, 2 letters of recommendation, 250-500-word writing sample, interview <u>Rehabilitation</u> : 24 credit hours; 2.35 cum GPA
CECS	45	2.25 C or higher in ENG 101/102, MTH 229/230 <u>Computer science</u> : C or higher in CS 240/241/242; 2.25 in CS and CEG courses <u>Computer Engineering</u> : C or higher in MTH 231, CS 240/241 and CHM 121 or PHY 240 <u>Biomedical Engineering</u> : C or higher in MTH 231, CEG 220, and CHM 121 or PHY 240 <u>Electrical Engineering &amp; Human Factors</u> : C or higher in MTH 231, CEG 220, and CHM 121 or PHY 240 <u>Physics</u> : C or higher in MTH 231 and CEG 220 or EGR 153 <u>Mechanical Engineering &amp; Material Science</u> : C or higher in MTH 231, EGR 153 and CHM 121 or PHY 240
COLA	24	2.0/2.25/2.3/2.5 C or higher in ENG 101/102; have completed HST 101 and 2 additional GE courses <u>Communications</u> : 2.5 cum GPA <u>Modern Languages</u> : 2.5 cum GPA or 3.0 in modern language courses <u>Social Work</u> : 2.25 cum GPA; C or higher in SW 270, 271; completion of BIO 107, COM 102, CST 240, EC 200, PLS 200, PSY 105, PSY 341, SOC 200; admission application <u>Urban Affairs</u> : 2.3 cum GPA
COHN	48	2.5 C or higher and 2.5 GPA in ENG 101/102, PSY 105, CHM 102, ANT 201, M&T 220, SOC 200, HST 101, STT 160; admission application, 250-word written statement describing experiences brought to nursing
COSM	24/30	2.0/2.25 C or higher in 2 courses in chosen major <u>Mathematics</u> : C or higher and 2.5 cum GPA in MTH 229/230 <u>Psychology</u> : 2.25 cum GPA; 30 credit hours

## Attachment 7

College Admission Status of Fall 1997 Direct from High School Students  
Returning Fall 1998 (N = 1,378)

Intended Major (Fall 97)	Transferred to Intended College	Transferred to Another College	Remained in University Division
COBA (205,15%)	66 (32%)	7 (4%)	132 (64%)
CEHS (172,12%)	16(9%)	8 (5%)	148 (86%)
CECS (213,17%)	87 (38%)	12 (5%)	132 (57%)
COLA (208,15%)	116 (56%)	3 (1%)	89 (43%)
CONH	6 (10%)	4 (7%)	48 (83%)
COSM	148 (71%)	6 (3%)	53 (26%)
Undecided		37 (12%)	260 (88%)
TOTAL	439 (32%)	77 (5%)	862 (63%)

Source: Office of Budget Planning and Resource Analysis (1/27/99)

## Attachment 6

## College Entrance Requirements

College	Credit Hours Earned ~	GPA 2.5	Other
CEHS	24/24	2.5/2.35	C or higher in ENG 101/102 and MTH 128/129 or higher level math <u>Teacher Education</u> : 45 credit hours; 2.5 cum GPA; minimum each section of the PPST; completed application packet, including self-assessment statement including career goals, 2 letters of recommendation, 250-500-word writing sample, interview <u>Rehabilitation</u> : 24 credit hours; 2.35 cum GPA
CECS	45	2.25	C or higher in ENG 101/102, MTH 229/230 <u>Computer science</u> : C or higher in CS 240/241/242; 2.25 in CS and CEG courses <u>Computer Engineering</u> : C or higher in MTH 231, CS 240/241 and CHM 121 or PHY 240 <u>Biomedical Engineering Electrical Engineering &amp; Human Factors Engineering</u> : C or higher in MTH 231, CEG 220, and CHM 121 or PHY 240 <u>Engineering Physics</u> : C or higher in MTH 231 and CEG 220 or EGR 153 <u>Mechanical Engineering &amp; Material Science Engineering</u> : C or higher in MTH 231, EGR 153 and CHM 121 or PHY 240
COLA	24	2.0/2.25/2.3/2.5	C or higher in ENG 101/102; have completed HST 101 and 2 additional GE courses <u>Communications</u> : 2.5 cum GPA <u>Modern Languages</u> : 2.5 cum GPA or 3.0 in modern language courses <u>Social Work</u> : 2.25 cum GPA; C or higher in SW 270.271; completion of BIO 107, COM 102, CST 240, EC 200, PLS 200, PSY 105, PSY 341, SAC 200; admission application <u>Urban Affairs</u> : 2.3 cum GPA
COHN	48	2.5	C or higher and 2.5 GPA in ENG 101/102, PSY 105, CHM 102, ANT 201, M&I 220, SAC 200, HST 101, SIT 160; admission application, 250-word written statement describing experiences brought to nursing
COSM	24/30	2.0/2.25	C or higher in 2 courses in chosen major <u>Mathematics</u> : C or higher and 2.5 cum GPA in MTH 229/230 <u>Psychology</u> : 2.25 cum GPA; 30 credit hours

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Undecided		37 (12%)	260 (88%)
TOTAL	439 (32%)	77 (5%)	862 (63%)

Source: Office of Budget Planning and Resource Analysis (1/27/99)

Continuing or Returning University Division Students  
Meeting College Entrance Requirements Advising  
Center, Fall 1998

Intended College	Total number of students	Credit hours required	Students with IUJ. hours	Students with 8 hours but lacking req. OPA	Students with > 8 hours but lacking req. courses	Students lacking both req. OPA and req. courses	Students with 1-44 hours above req. min.	Students with 45-89 hours above req. min.	Students with 90-144 hours above req. min.
COBA	459	45	229	48	52	114	191	37	I
CEHS	429	45/24	279 <sup>a</sup>				213	55	II
CJ;CS	305	45	188	4	118	57	141	36	11
COLA	228	24	193	9	113	67	122	58	13
CONH	96	48	41	3	20	18	38	3	
COSM	67	30/24	41	13	10	II	26	12	3
Undecided	392		146 <sup>a</sup>				125	19	2
Total	1,976		1,117	77	313	267	856	220	41

II

\*for intended education and rehabilitation majors

? 126 lack required GPA

? 152 have required GPA

"students with more than 45 credit hours

Source: Institutional Research (9/22/98)

Continuing or Returning University Division Students  
Meeting College Entrance Requirements  
Adult and Transfer Services, Fall 1998

Intended College	Total number of students	Credit hours IUJ. required	Students with req. hours	Students with 8 hours but lacking req. OPA	Students with > 8 hours but lacking req. courses	Students lacking both req. OPA and req. courses	Students with 1-44 hours above IUJ. min.	Students with 45-89 hours above req. min.	Students with 90-144 hours above IUJ. min.
COBA	36	45	35	5	14	16	2	18	15
CEHS	29	45/24	27 <sup>a</sup>				2	15	10
CECS	31	45	31				3	II	17
COLA	33	24	33				I	9	23
CONH	4	48	4		I	3	I	2	I
COSM	3	30/24	3						3
Undecided	24		24 <sup>a</sup>				4	II	9
Total	160		157	5	15	19	13	66	78

Of or intended education and rehabilitation majors

? 14 lack required OPA

? 13 have required OPA

"students with more than 45 credit hours

Source: Institutional Research (9/22/98)

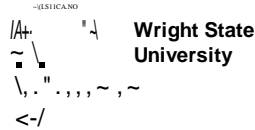
Eligibility for Colleges by Intended College  
Advising Center Students with 60 or More Hours  
Earned Through Fall 1998 (N=586)

Eligibility for at least one major  
in college

Intended College (N)	COBA	CEHS'	CECS	COLA	CONH*	COS
COBA (117)	0	20	1	62	0	3
CEHS(173)	33	81	1	117	0	22
CECS(100)	34	48	0	52	0	32
COLA (76)	5	15	1	31	0	17
CONH (38)	3	23	1	27	9	29
COSM (14)	0	1	0	4	0	2
Undecided (68)	19	36	0	38	1	11

\* Eligibility for CEHS based only on hours earned and OPA; does not include additional requirements  
'Eligibility for CONH based only on course requirement, hours earned, and OPA; does not include additional requirements

Source: Office of Budget Planning and Resource Analysis (3/18/99)



Department  
of  
**Communication**  
3640 Colonel Glenn  
Hwy. Dayton, OH  
45435 -0001 (937)  
775 -2145

DATE: May 3, 1999  
TO: Members, WSU Faculty Senate  
FROM: Jim Payer  
RE: University College

On Friday, April 23, 1999, I received a document entitled "The Transformation of the University Division into the University College -- Executive Summary," a document designed to accommodate our discussion of University College at this meeting of the Faculty Senate.

Based upon my reading of that document, I find I have a number of concerns and questions that I would like to have addressed to flesh out many of the generalized statements that exist within the discussion document. However, before having those concerns/questions answered, I would appreciate a clearly delineated University College organizational chart that not only provides the proposed structure of the College in terms of titles/offices, but also provides the names of those individuals proposed to fill those slots. The discussion document before us offers no such structure, so it is impossible to imagine the actual operationalization of the goals and activities suggested by that document.

With the need for that organizational information seen as paramount, here, then, are my Concerns and questions. I have organized my comments according to the pagination of the document.

PAGE ONE

(1) The document indicates that one of UC's goals will be "to move students more quickly into appropriate majors and colleges," but there is absolutely no indication how that is to be achieved. Assuming that there are too many students in University Division at present, an assumption clearly offered in the first paragraph on page one, it appears that the newly-created University College proposes to move a number of those students to the various academic colleges and schools. However, there is no mechanism offered for such movement.

(2) The document offers a "three-part mission for the University College," and I would like to have an explanation as to how the first mission statement differs from the second mission statement. It strikes me that both statements say the same thing; they are only worded differently.

(3) The proposed third mission statement says that UC will "develop appropriate bridges with secondary education, working through feeder high schools, to ensure that more students will enter the University 'college ready' and to work



**WRIGHT STATE UNIVERSITY  
FACULTY SENATE MINUTES  
June 6, 2005  
2:45 p.m., E156 Student Union**

**EXCERPT**

ITEMS FOR UCAP

And I want UCAP to address the matter of University College. At one of our more interesting general faculty meetings in our history in 1978, Dr. Elizabeth Harden, now Professor Emeritus of English, raised Cain about the then-University Division, noting that it housed almost 3,500 of our 11,000 undergraduate students, meaning that almost 32% of our undergraduates were in University Division. The general faculty agreed that that size was absurd for an advising unit and demanded that changes take place.

Changes in both structure and leadership were implemented and, by the next year, 1979, University Division's numbers dropped by over 1,000 students, and the percentage of undergraduates housed in University Division dropped from nearly 32% to less than 22%.

Today, the situation is even more compelling than it was when Dr. Harden held forth almost three decades ago. As of fall quarter 2004, the now-University College housed over 5,500 of our 13,000 undergraduates, or 43% of our undergraduate population, and over 600 of these students were upperclassmen. Thus, our non-degree-granting and faculty-less University College is the largest unit in the university, housing well over twice the number of undergraduates as the second-largest college, the College of liberal Arts (16%).

I shall ask UCAP about the appropriateness of this situation and to offer recommendations for change if that body believes change is necessary.

**Senate Bill 311**  
**Am. Sub. S.B. 311**  
**126th General Assembly**

**Dual enrollment programs**

(R.C. 3313.6013, 3314.03(A)(11)(d), and 3333.34)

The act requires each school district (including each joint vocational school district), community school, and chartered nonpublic high school to offer students in grades 9 to 12 the opportunity to participate in a dual enrollment program. As defined, a dual enrollment program enables a student either (1) to earn credit toward a degree from an institution of higher education while enrolled in high school or (2) to complete coursework while in high school that may qualify for college credit if the student attains a specified score on an examination covering the coursework. Dual enrollment programs include the existing Post-Secondary Enrollment Options Program (PSEO), Advanced Placement courses (see "**College credit for AP courses**" below), and similar programs established through agreements between individual districts or schools and post-secondary institutions.

Under continuing law, all school districts (except joint vocational school districts) and community schools must participate in PSEO, which allows high school students to enroll in nonsectarian college courses on a full- or part-time basis and receive high school and college credit for those courses.<sup>1[10]</sup> City, local, and exempted village districts and community schools meet the act's requirement to offer a dual enrollment program through their mandatory participation in PSEO. Nevertheless, these districts and community schools may offer additional dual enrollment programs, and joint vocational school districts must offer another dual enrollment program, to students "in good standing." The act directs the Partnership for Continued Learning to develop a definition of "in good standing" for schools to use in determining who qualifies for dual enrollment programs other than PSEO.

Chartered nonpublic high schools also are eligible for PSEO and may satisfy the act's requirement by electing to participate in that program. Chartered nonpublic high schools that do not participate in PSEO must offer at least one other dual enrollment program instead, but only to students in good standing, as defined by the Partnership for Continued Learning.

All school districts, community schools, and chartered nonpublic high schools must provide students in grades 8 to 11 with information about the dual enrollment programs they offer. In addition, the Board of Regents, in collaboration with the State Board of Education, must publish an annual report describing those programs. The Board of Regents must submit the report to the Governor, the Speaker and Minority Leader of the House, the President

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and Minority Leader of the Senate, the chairpersons and ranking minority members of the House and Senate Education committees, the Superintendent of Public Instruction, and the President of the State Board of Education. In addition, the Board of Regents must post the report on its web site.

### **College credit for AP courses**

(R.C. 3333.163)

The Advanced Placement (AP) Program offers students the opportunity to earn college credit while enrolled in high school through participation in high-level academic courses in various subject areas. Generally, to be eligible for college credit, a student must take an exam covering the course content. Each college or university establishes its own policy regarding how well students must score on AP exams to receive course credit at that institution.

To bring consistency to these policies at Ohio's public institutions of higher education, the act directs the Articulation and Transfer Advisory Council of the Board of Regents to recommend, by April 15, 2008, standards for awarding course credit to students based on their scores on AP exams.<sup>2[11]</sup> The Council must recommend a score on each AP exam that it considers to be a passing score for which college credit is appropriate. Upon adoption of the recommended standards by the Board of Regents, all state universities, community colleges, state community colleges, university branches, and technical colleges must comply with the standards in awarding course credit for scores on AP exams.

### **Recommendations for improving dual enrollment programs**

(R.C. 3301.42(B))

Continuing law requires the Partnership for Continued Learning to make recommendations for increasing opportunities for students to participate in dual enrollment programs. The act further requires those recommendations to include expanded opportunities for students to earn college credit on their high school campuses. Also, under the act, the Partnership must recommend legislative changes that would improve the operation of PSEO and other dual enrollment programs. These legislative recommendations, which must be developed in consultation with the Board of Regents and the State Board of Education, are due by May 31, 2007.

### **Internet and distance learning classes by state universities**

(R.C. 3345.062)

If the Partnership for Continued Learning does not make legislative recommendations for improving dual enrollment programs by the May 31, 2007, deadline (see above), the act requires

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each of the 13 state universities to offer at least two college level courses via the Internet or interactive distance learning that students may take to earn both high school and college credit. Each state university must offer one science and one math course. The university may charge a fee for each course up to one-tenth of the amount per credit hour normally charged by the university for an undergraduate course at its main campus. Finally, each course may include a single presentation, no more than two minutes long, describing the university's other programs and courses.

## **Wright State University Dual Enrollment Program (DEP) 2007-2008**

### **Operating Guidelines:**

#### **Background:**

Consistent with the Ohio CORE legislation (Senate Bill 311) and the Wright State University (WSU) Strategic Plan, the Wright State University Dual Enrollment Program (DEP) permits qualified students in participating high schools to take WSU courses at their high schools for WSU credit. Consistent with the Ohio Transfer Module and Transfer Assurance Guides (TAGS), dual enrollment credit is commonly transferable to other accredited colleges and universities. The DEP Program complements, but is separate from, the Wright State University Postsecondary Enrollment Option (PSEO) Program.

#### **Courses Offered, Format, and Standards:**

Dual Enrollment courses offered for 2007-08 will be those identified on the enclosed list. Where possible and mutually desirable, this list will be augmented with additional appropriate courses as requested by the participating high school, particularly courses that meet the Ohio Transfer Module and/or TAGS guidelines. The list of courses for each subsequent year will be developed in consultation with WSU colleges and departments and participating high schools.

Dual Enrollment courses offered in the high schools, including online courses, will use the same syllabi, textbooks, and assignments as parallel courses offered at the WSU campus, and will meet for the same number of total contact hours as on campus or in online courses. Where possible, WSU web materials that would normally be required for the course on campus will be made available to high school students enrolled in these courses. Should legal obligations require that the high school provide a waiver for such access, however, it will be the responsibility of the high school to acquire such a waiver for each high school student enrolled in the class. Where feasible, dual enrollment students will participate in field trips and other activities required for the parallel WSU course.

Dual enrolled students are expected to meet the same academic standards and adhere to the same class and university policies as college level students enrolled in the same course(s) on campus.

Minimum and maximum class sizes for dual enrollment courses will be determined by WSU in consultation with the high school.

### **Student Qualifications:**

Participating high schools and WSU will jointly determine the academic prerequisites for students permitted to participate in the dual enrollment program. According to Senate Bill 311, “students enrolled in grades nine through twelve {will have} the opportunity to participate in a dual enrollment program.” All students “in good standing, as defined by the Partnership for Continued Learning under section 3301.42 of the Revised Code” are thus eligible for participation in the dual enrollment program (See Sec. 3313.6013 of Senate Bill 311). Participating students, however, “must demonstrate college readiness in reading and have the ability to perform college-level work (non-remedial) for the subjects being studied.”

### **Faculty of Dual Enrollment Courses:**

All faculty of dual enrollment courses, including highly qualified high school teachers used as adjuncts, will be hired by the respective WSU department, consistent with the standards used to hire faculty for the parallel course taught on the WSU campus. Compensation for faculty teaching dual enrollment courses will be consistent with compensation for courses taught on the WSU campus, unless mutually acceptable alternative arrangements are made between WSU and the participating school. If high school teachers are hired as adjuncts by the WSU department, a faculty mentor may be provided to the high school teacher by the hiring department to ensure that appropriate academic expectations have been set and are met, and to provide overall guidance and support to the teacher. Appropriate compensation will be provided to the mentor for these duties at the end of the academic term or course. Official hours for dual enrollment faculty are expected to be communicated via the course syllabus and are expected to be held accordingly.

### **Academic Support and Additional Opportunities for Dual Enrolled Students:**

Dual enrolled students will have access to academic support via services currently provided to all WSU students. These services include access to the WSU Libraries; the WSU Student Academic Success Center, which includes Tutoring Services, Math Learning Center, and University Writing Center; foreign language labs, the Office of Disability Services; the Asian/Hispanic/Native American Center, Bolinga Black Cultural Resources Center, Women’s Center, and University Center for International Education, etc. Dual enrolled students will also have access to academic advising and learning communities via WSU’s University College. Additionally, dual enrolled students will have the opportunity to take WSU’s placement tests in writing and math and to access pertinent support services to address any meaningful gaps in college readiness; to participate in WSU’s PSEO Program, the WSU Summer STEM (Science, Technology, Engineering, Mathematics) Institute, and other programs meant to

enhance college readiness; to participate in campus tours and orientation sessions (also available online) for new students, and to otherwise become a part of the Wright State “Raider” family.

To facilitate communication and otherwise create a welcoming atmosphere, a dual enrollment listserve will be developed for dual enrolled students. Orientation to the program will also be made available to the parents of dual enrolled students.

### **Tuition and Registration:**

WSU tuition charges for Dual Enrollment courses, set at a substantially discounted rate, will be \$150 per quarter credit hour, or \$600 per four credit-hour course. Any lab fees will be in addition to the above tuition charge. Students will also pay a \$25 registration fee to cover the administrative costs of adding the students and the specially coded dual enrollment courses to the WSU registration database. All fees will be paid directly to Wright State University. WSU dual enrollment tuition will increase, proportionally, as WSU tuition rates increase.

### **Administrative Oversight:**

WSU’s Dual Enrollment Program is administered by the Coordinator for Ohio CORE and K-12 Initiatives in the Office of the Senior Vice President for Curriculum and Instruction. The Coordinator works in cooperation with department chairs and the University Registrar at WSU, and in consultation with participating high schools to arrange Dual Enrollment course offering, and otherwise ensure the smooth and satisfactory operation of the program.

### **For More Information:**

Questions about the Dual Enrollment Program or requests for additional information should be directed to Ms. Pamela Wallace-Stroble, Coordinator, Ohio CORE and K-12 Initiatives, at 937-775-2097 or [pamela.wallace-stroble@wright.edu](mailto:pamela.wallace-stroble@wright.edu). Alternatively, questions can be directed to Dr. Lillie Howard, Senior Vice President for Curriculum and Instruction, at [lillie.howard@wright.edu](mailto:lillie.howard@wright.edu). WSU will convene an orientation for participating high schools before the Dual Enrollment Program is formally launched. WSU welcomes all questions, suggestions, etc., meantime, from interested school districts. For more information about the Wright State University PSEO program, please contact Ms. Pamela Wallace-Stroble (see contact information above). Thank you!

7/05/07/lph

**Dual Enrollment Opportunities at Wright State University  
2007-2008**

**100 Level Courses:**

**EGR 101 *Introductory Mathematics for Engineering Applications* (5 credits):**

Introduction to the use of differential and integral calculus with emphasis on engineering applications relevant to the fundamental courses in engineering and computer science.

**ENG 101 *Academic Writing & Reading* (4 credits) TM:**

Introduces students to principles of effective written communication and critical reading. Stresses invention, drafting, revising, editing, and self-assessment, along with effective critiquing and collaborating.

**ENG 102 *Writing in Academic Discourse* (4 credits) TM:**

Adapts principles introduced in ENG 101 to typical university writing tasks. Stresses writing effectively within various contexts, reading critically, and research writing.

**PSY 105 *Psychology: The Science of Behavior* (4 Credits) TM:**

Course examines the science and principles of psychology. Topics include historical foundations and research methods, brain and behavior, learning, development, personality, memory, language, and the thinking process.

**PSY 110 *Psychology: Science and Practice* (4 credits) TM:**

Course examines the science and principles of psychology. Topics include social behavior, abnormal behavior, psychotherapies, stress and coping, motivation, intelligence, emotion, states of consciousness, and sensory and perceptual processes.

**200 Level Courses:**

**ART 214 *Visual Art in Western Culture* (4 credits) TM:**

Introduction to the visual arts focusing on selected major works of art throughout history. Discusses comparisons across time, basic art media, and the formal characteristics of art.

**EC 200 *Economic Life* (4 credits) TM:**

Introduction to basic economic concepts such as resource allocation, costs, supply, demand, and public goods. Topics include American capitalism, market failures, unemployment, inflation, and taxation.



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**EC 290 *Economic, Business, and Social Issues* (4 credits) TM:**

Analyzes controversy and diversity of opinions regarding economic, business, and social issues shaping the world in which we live. Fosters critical thinking, verbal, and written communications skills through discussion, debate, and writing.

**FIN 205 *Personal Financial Decision Making* (4 credits):**

Provides knowledge that helps students effectively manage their personal financial affairs. Topics include personal financial statements, budgeting, tax planning, investing and savings, consumer borrowing, insurance, real estate, and retirement planning.

**PLS 200 *Political Life* (4 credits) TM:**

Examination of political power relationships in contemporary society. Emphasizes the origins and forms of power and the key social structures exercising power with contemporary public issues. Provides case studies of the consequences of political relationships.

**SW 270 *Social Work as a Profession* (4 credits):**

Introduction to the profession: historical development, value base, social systems perspective on social problems, and major fields of practice. Includes required knowledge, skills, and values; critical thinking; problem solving; self-awareness; and appreciation of racial, ethnic, and cultural pluralism.

**Foreign Languages:**

**CHI 101 *Beginning Chinese* (4 credits)**

Study of the vocabulary and structure of the Chinese Language; practice in conversation, reading, and writing.

**CHI 102 *First-Year Chinese* (4 credits)**

Study of the vocabulary and structure of the Chinese Language; practice in conversation, reading, and writing. Prerequisite: CHI 101 or permission of instructor.

**CHI 103 *First-Year Chinese* (4 credits)**

Study of the vocabulary and structure of the Chinese Language; Practice in conversation, reading, and writing. Prerequisite: CHI 102 or permission of instructor.

**Dual Enrollment Opportunities at Wright State University  
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**FR 101 *First-Year French* (4 credits)**

Communicative introduction to French structures and vocabulary and to French and Francophone cultures. Practice in speaking, listening, reading, and writing.

**FR 102 *First-Year French* (4 credits)**

Communicative introduction to French structures and vocabulary and to French and Francophone cultures. Practice in speaking, listening, reading, and writing.

**FR 103 *First-Year French* (4 credits)**

Communicative introduction to French structures and vocabulary and to French and Francophone cultures. Practice in speaking, listening, reading, and writing.

**GER 101 *First-Year German* (4 credits)**

Study of the vocabulary and structure of the German language; practice in conversation, reading, and writing.

**GER 102 *First-Year German* (4 credits)**

Study of the vocabulary and structure of the German language; practice in conversation, reading, and writing. Prerequisite: GER 101 or department permission.

**GER 103 *First-Year German* (4 credits)**

Study of the vocabulary and structure of the German language; practice in conversation, reading, and writing. Prerequisite: GER 102 or department permission.

**ITA 101 *First-Year Italian* (4 credits)**

Study of the vocabulary and structure of the Italian language; practice in conversation, reading, and writing. 101, 102, 103 must be taken in sequence.

**ITA 102 *First-Year Italian* (4 credits)**

Study of the vocabulary and structure of the Italian language; practice in conversation, reading, and writing. Prerequisite: ITA 101 or department permission.

**ITA 103 *First-Year Italian* (4 credits)**

Study of the vocabulary and structure of the Italian language; practice in conversation, reading, and writing. Prerequisite: ITA 102 or department permission.

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**JPN 101 *First-Year Japanese* (4 credits)**

Study of the vocabulary and structure of the Japanese language; practice in conversation, reading, and writing. 101, 102, 103 must be taken in sequence.

**JPN 102 *First-Year Japanese* (4 credits)**

Study of the vocabulary and structure of the Japanese language; practice in conversation, reading, and writing. Prerequisite: JPN 101 or department permission.

**JPN 103 *First-Year Japanese* (4 credits)**

Study of the vocabulary and structure of the Japanese language; practice in conversation, reading, and writing. Prerequisite: JPN 102 or department permission.

**POR 101 *First-Year Portuguese* (4 credits)**

Study of the vocabulary and structure of the Portuguese language; practice in conversation, reading, and writing.

**POR 102 *First-Year Portuguese* (4 credits)**

Study of the vocabulary and structure of the Portuguese language; Practice in conversation, reading, and writing. Prerequisite: POR 101 or permission of instructor.

**POR 103 *First-Year Portuguese* (4 credits)**

Study of the vocabulary and structure of the Portuguese language; Practice in conversation, reading, and writing. Prerequisite: POR 102 or permission of instructor.

**RUS 101 *First-Year Russian* (4 credits)**

Study of the vocabulary and structure of the Russian language; practice in conversation, reading, and writing.

**RUS 102 *First-Year Russian* (4 credits)**

Study of the vocabulary and structure of the Russian language; practice in conversation, reading, and writing. Prerequisite: RUS 101 or department permission.

**RUS 103 *First-Year Russian* (4 credits)**

Study of the vocabulary and structure of the Russian language; practice in conversation, reading, and writing. Prerequisite: RUS 102 or department permission.

**Dual Enrollment Opportunities at Wright State University  
2007-2008**

**SPN 101 *First-Year Spanish* (4 credits)**

Study of the vocabulary and structure of the Spanish language; practice in conversation, reading, and writing.

**SPN 102 *First-Year Spanish* (4 credits)**

Study of the vocabulary and structure of the Spanish language; practice in conversation, reading, and writing. Prerequisite: SPN 101 or department permission.

**SPN 103 *First-Year Spanish* (4 credits)**

Study of the vocabulary and structure of the Spanish language; practice in conversation, reading, and writing. Prerequisite: SPN 102 or department permission.